



## SHERIDAN ELEMENTARY

1139 Hillsboro Road  
Orangeburg, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	593 Students	
<b>Principal</b>	Xennie Weeks	803-534-7504
<b>Superintendent</b>	Cynthia Wilson	803-534-5454
<b>Board Chair</b>	Mr. Julius Page	803-534-5454

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Average</b>
2009	Average	Average
2008	Below Average	Excellent
2007	Below Average	Below Average
2006	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

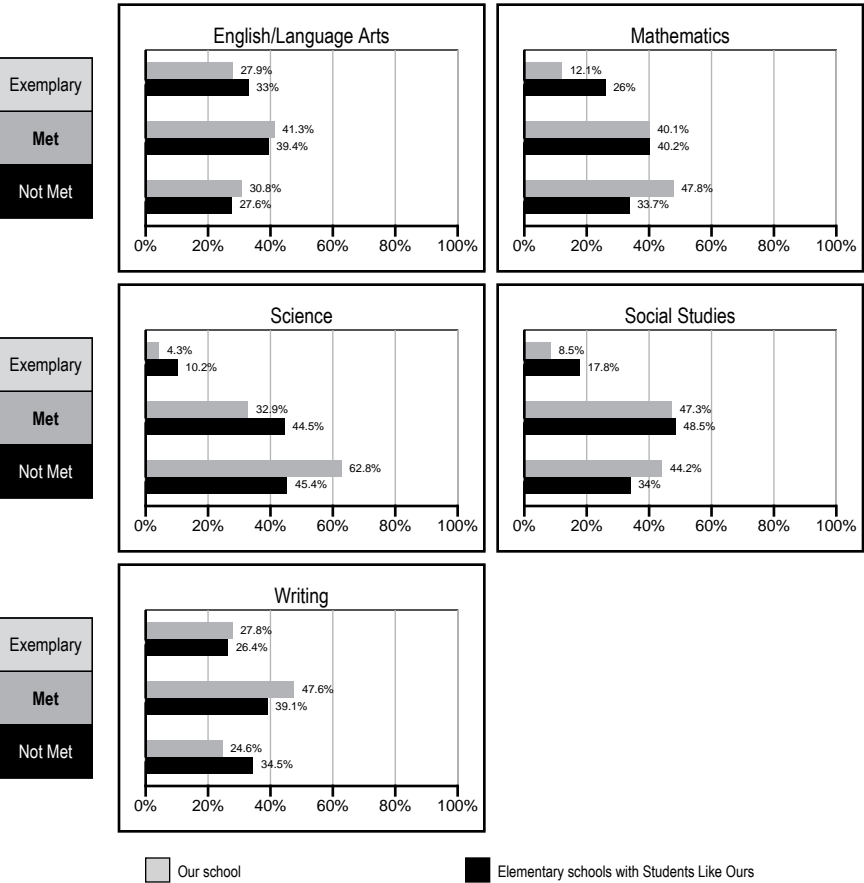
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	9	96	20	3

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=593)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.2%	Down from 6.7%	1.6%	1.2%
Attendance rate	96.0%	Down from 96.7%	95.7%	96.1%
Eligible for gifted and talented	3.7%	Down from 3.9%	8.6%	11.7%
With disabilities other than speech	11.5%	Up from 10.6%	8.9%	8.0%
Older than usual for grade	2.2%	Down from 2.8%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	85.7%	Up from 79.5%	60.0%	60.5%
Continuing contract teachers	97.1%	Up from 89.7%	84.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.6%	0.0%	0.0%
Teachers returning from previous year	88.5%	Down from 89.0%	86.3%	87.0%
Teacher attendance rate	93.9%	Down from 94.3%	95.0%	95.4%
Average teacher salary*	\$52,317	Up 3.8%	\$46,685	\$47,288
Professional development days/teacher	20.1 days	Up from 13.9 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 17.0 to 1	19.1 to 1	19.2 to 1
Prime instructional time	88.3%	Down from 89.6%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,533	Down 2.6%	\$7,722	\$7,548
Percent of expenditures for instruction**	69.6%	Down from 70.8%	68.3%	68.7%
Percent of expenditures for teacher salaries**	68.1%	Up from 64.2%	64.6%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

At Sheridan Elementary, the 2009-10 academic year was a very successful year for the Sheridan "Superstars" as faculty, staff, students, parents, and community worked together to accomplish our school's mission. It is the mission of Sheridan Elementary in partnership with our parents, and the Orangeburg community to provide a safe, nurturing, and stimulating environment, enabling students to become productive citizens and ensuring that all children feel special and that no child is left behind.

Academic instruction is based upon standards and a challenging curriculum is provided to all students. Student achievement is evident as Sheridan Elementary was the only elementary school in Orangeburg County to receive the Palmetto Gold Award and Sheridan was also recognized by the State Department of Education as a Showcase School for the 2009-10 academic year. There are seven National Board Certified teachers on our staff.

Students at Sheridan were provided with a variety of opportunities during and after school to help them grow academically, physically, physically, emotionally, and socially. These include activities such as character education, the Healing Species, after-school tutoring, science fair, Junior Beta Club, Garden Club, quarterly awards program, Good News Club, Wee Deliver, Grandparent's Luncheon, career week, grade level field trips, yearbook, Girl's Circle, Book Club, Superstar Steppers, and Drill team. Our drill team advisor was named the district volunteer of the year. Sheridan also provides opportunities for involvement in music through chorus, strings, recorder, hand bells, and steel pan ensemble.

The Sheridan PTSA and school improvement council play an active and vital role in the life of our school. As well as helping to formulate our school's policies and procedures, the PTSA sponsored Kid's Night Out activities, Sheridan Idol contest, and Superstar Saturday. They also provided monetary support for our quarterly awards programs and the science fair.

At Sheridan Elementary, we continue to work hard and strive to prepare our students to become future leaders and productive citizens in an ever changing, diverse society.

Mr. Xennie Weeks-Principal

Mr. B.J. Sumpter, President, Sheridan Elementary School Improvement Council

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	61	41
Percent satisfied with learning environment	72.0%	84.7%	70.0%
Percent satisfied with social and physical environment	80.0%	82.0%	73.2%
Percent satisfied with school-home relations	54.2%	79.7%	77.5%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	4.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	273	99.6	29.8	40.4	29.8	80.8	76.4	83.5	Yes	Yes
<b>Gender</b>										
Male	143	99.3	30.7	39.4	29.9	78.1	73.2	80.1	N/A	N/A
Female	130	100	28.8	41.5	29.7	83.9	79.9	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	31	96.8	14.3	53.6	32.1	89.3	82	89.6	I/S	I/S
African American	240	100	32	38.7	29.3	79.6	75.6	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.9	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	59	98.3	53.7	31.5	14.8	51.9	48.9	51.7	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	91.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	220	99.6	33.5	39.9	26.6	78.3	74.3	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	273	99.6	46.7	40	13.3	70.6	68.4	80.4	Yes	Yes
<b>Gender</b>										
Male	143	99.3	46	38.7	15.3	67.2	66	78.4	N/A	N/A
Female	130	100	47.5	41.5	11	74.6	71.1	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	31	96.8	32.1	35.7	32.1	85.7	75.8	87.8	I/S	I/S
African American	240	100	48.4	40.4	11.1	68.4	67.3	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	73.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	59	98.3	64.8	27.8	7.4	42.6	38.2	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	87.5	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	220	99.6	48.8	40.9	10.3	66.5	65.9	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	182	99.5	61.7	32.3	6	38.3	53.8	67.3
Gender								
Male	90	98.9	57.6	35.3	7.1	42.4	53.8	66.9
Female	92	100	65.9	29.3	4.9	34.1	53.8	67.7
Racial/Ethnic Group								
White	21	100	47.4	42.1	10.5	52.6	72.8	79.6
African American	159	99.4	63	31.5	5.5	37	51.8	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.3	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	47.8	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	40	97.5	85.7	8.6	5.7	14.3	23.7	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	52.4	58.6
Socio-Economic Status								
Subsidized meals	149	99.3	66.7	28.9	4.4	33.3	50	55.4

Social Studies								
All Students	179	99.4	42.9	47.1	10	57.1	58.2	70.9
Gender								
Male	98	99	40.4	47.9	11.7	59.6	56.9	70.1
Female	81	100	46.1	46.1	7.9	53.9	59.6	71.7
Racial/Ethnic Group								
White	24	100	26.1	47.8	26.1	73.9	62.6	79.2
African American	154	99.4	45.9	46.6	7.5	54.1	57.6	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.4	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	40	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	39	100	59.5	32.4	8.1	40.5	35.3	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	61.5	68
Socio-Economic Status								
Subsidized meals	144	99.3	47.4	45.9	6.7	52.6	55.1	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	278	96.8	24.6	47.6	27.8	75.4	61.7	72.1	96	95.5
Gender										
Male	147	96.6	31.6	47.8	20.6	68.4	55	65.2	95.6	95.2
Female	131	97	16.4	47.4	36.2	83.6	68.9	79.2	96.5	95.8
Racial/Ethnic Group										
White	30	93.3	15.4	30.8	53.8	84.6	63.6	80.8	94.8	94.1
African American	245	97.1	25.9	49.6	24.6	74.1	61.3	59.7	96.2	95.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.6	87	94.8	96.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	57.7	64.6	94	95
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	91.4
Disability Status										
Disabled	54	90.7	60.4	33.3	6.3	39.6	23.8	27.7	95.5	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	93.3
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	76	63.7	93.9	95.9
Socio-Economic Status										
Subsidized meals	225	96.9	28.1	51.2	20.7	71.9	58.5	61.9	95.7	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	101	99	16	34	50	84
	4	83	100	25	48.6	26.4	75
	5	88	100	15.9	56.1	28	84.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	101	100	26.3	31.6	42.1	73.7
	4	91	98.9	38.8	38.8	22.4	61.2
	5	81	100	24	53.3	22.7	76
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	101	99	66	26.6	7.4	34
	4	83	100	36.1	58.3	5.6	63.9
	5	88	100	39	45.1	15.9	61
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	101	100	61.1	24.2	14.7	38.9
	4	91	98.9	43.5	45.9	10.6	56.5
	5	81	100	32	53.3	14.7	68
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	51	100	55.3	36.2	8.5	44.7
	4	83	100	50	41.7	8.3	50
	5	44	100	39	53.7	7.3	61
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	51	100	78.3	15.2	6.5	21.7
	4	89	98.9	62.7	33.7	3.6	37.3
	5	42	100	39.5	50	10.5	60.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	51	100	26.5	57.1	16.3	73.5
	4	82	100	28.2	64.8	7	71.8
	5	45	100	54.8	33.3	11.9	45.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	50	100	28.6	57.1	14.3	71.4
	4	89	100	45.2	50	4.8	54.8
	5	40	97.5	56.8	27	16.2	43.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	100	97	25	31.5	43.5	75
	4	83	95.2	30	51.4	18.6	70
	5	87	98.9	23.5	42	34.6	76.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	104	99	20.8	44.8	34.4	79.2
	4	92	96.7	23.8	54.8	21.4	76.2
	5	82	93.9	30.6	43.1	26.4	69.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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